

## Idaho WIOA State Plan – Section VI – Program Specific Requirements

### *Adult Education and Literacy Programs*

#### **(a) Aligning of Content Standards**

*Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary Education Act of 1965, as amended (20 USC 6311(b)(1))*

Idaho Adult Education has formally adopted the College and Career Readiness (CCR) Standards for Adult Education as developed by Susan Pimentel and MPR Associates for the US Department of Education in 2013. As stated in the introduction to the standards, the CCR Standards represent a subset of the Common Core State Standards which are “most indispensable for college and career readiness and important to adult students.”

The Idaho Department of Education (K-12) has adopted the Common Core State Standards for mathematics and English language arts for K-12, also known as the Idaho Core Standards. Because both the Idaho Core Standards and the CCR Standards for Adult Education are derived from the Common Core State Standards, they are well-aligned. In the case that Idaho’s K-12 standards are revised, replaced, or otherwise changed, the state’s Adult Education program will realign its standards appropriately.

#### **(b) Local Activities**

*Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.*

#### **Adult Education and Literacy Activities (Section 203 of WIOA)**

*Adult education;*

*Literacy;*

*Workplace adult education and literacy activities;*

*Family Literacy activities;*

*English language acquisition activities;*

*Integrated English literacy and civics education;*

*Workforce preparation activities; or*

*Integrated education and training that*

*1. Provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupation or occupational cluster, and*

*2. Is for the purpose of educational and career advancement*

#### *How Idaho Will Fund Eligible Providers*

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education. The Division will solicit local service providers to carry out programs and activities authorized under Title II of WIOA through a competitive grant application process. Eligible grant recipients, as detailed in Section 203(5), are:

- A. A local educational agency
- B. A community-based organization or faith-based organization

- C. A volunteer literacy organization
- D. An institution of higher education
- E. A public or private nonprofit agency
- F. A library
- G. A public housing authority
- H. Other nonprofit institutions that have the ability to provide adult education
- I. A consortium or coalition of entities listed in (A)-(H)
- J. A partnership between an employer and an entity listed in (A)-(H)

Funds will be awarded as multi-year grants on a competitive basis to eligible providers via regional competitions. All regional competitions will use the same process and Request for Grant Applications (RFGA) issued by the Division to ensure direct and equitable access. The RFGA will be announced across a variety of platforms to ensure statewide participation. These platforms may include local newspapers, the Division's monthly newsletter, press release, social media, and contacts with other state and local agencies and workforce partners.

The regional competitions will adhere to the provisions set forth in WIOA Title II Section 231 – *Grants and Contracts for Eligible Providers*, and Section 232 – *Local Applications*. Grantees receiving funds under the initial competition will be required to submit annual extension plans and negotiate program budgets each year until such time as the Eligible Agency deems it necessary to issue a new competition for the state or a particular region. By federal law, eligible providers are prohibited from using federal grant funds to supplant state or local dollars.

The competitive application process will require applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). Information will be collected via a state-issued Request for Grant Applications (RFGA). The information collected from each applicant in the RFGA may include, but is not limited to:

- **Documentation of eligibility** per Section 203(5)
- **Type of Adult Education Program(s) and/or Activities to be funded**, limited to those activities allowed in Title II of WIOA and set forth in this plan
- **Alignment with Idaho's Combined State Plan** including state strategies and goals, career pathways, and local one-stop alignment.
- **Administrative capacity** such as: organizational structure, funding streams, financial oversight, data collection and reporting, and assurances
- **Operational capacity** such as: description of qualified staff and hiring processes, available locations and classroom space, community partnerships, and number of Title II-eligible students served per year.
- **Quality of Services** such as: proposed class schedules, description of curriculum and alignment with state-adopted standards, and professional development/training activities.
- **Demonstrated Effectiveness** such as: past targets and actual performance for previous Title II recipients under WIA. For applicants who have not previously received funding under Title II, the Eligible Agency will define and provide examples of other qualifying data that can be provided to demonstrate the applicant's effectiveness in serving basic-skills deficient individuals, including success in achieving the outcomes required under Section 116 of WIOA.

The Idaho Division of Professional-Technical Education will distribute funds awarded to the State under Title II as set forth in WIOA Section 222(a). The state will use:

1. Not less than 82.5% of the grant funds to award grants and contracts under Section 231 (Eligible Providers) and to carry out section 225 (Programs for Correctional and Institutionalized

individuals), of which not more than 20% of such amount shall be available to carry out section 225.

2. Not more than 12.5% of the grant funds to carry out State leadership activities under section 223; and
3. Not more than 5% of the grant funds or \$85,000, whichever is the greater, for the administrative expenses of the eligible agency (the Division).

### *Adult Education Activities in Idaho*

As the eligible agency to receive Title II (AEFLA) funds in Idaho, the Division will require that each eligible provider use its grant to establish or operate one or more programs that meet at least one of the following four purposes:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that
  - A. Are necessary to becoming full partners in the educational development of their children; and
  - B. Lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in
  - A. Improving their—
    - i. Reading, writing, speaking, and comprehension skills in English; and
    - ii. Mathematics skills; and
  - B. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

With the exception of qualifying Family Literacy programs, eligible providers will be required to provide programs and services only to those eligible individuals meeting the following criteria:

- A. Have attained 16 years of age;
- B. Are not enrolled or required to be enrolled in secondary school under State law; and
- C. Are—
  - i. Basic skills deficient
  - ii. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - iii. Are English language learners.

Eligible providers will be required to provide at least one of the following programs or activities. Providers may also offer a combination of such activities, for example, contextualized employability skills as part of reading and math instruction. Allowable activities are listed and defined below (in alphabetical order):

- **Adult education and literacy**—academic instruction below the postsecondary level that increases an individual's ability to read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
- **Correctional/Institutionalized education program**—includes any allowable activity from this list that is provided in a correctional or institutionalized setting. All eligible providers establishing such programs must give priority to serving those individuals who are likely to leave the institution within five years of participation in the program.

- **English language acquisition programs**—instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language
- **Family Literacy**—activities designed to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and which include (A) literacy instruction for adult family members that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency, (B) interactive literacy activities between adult family members and their children, (C) training for adult family members on how to be the primary teacher for their children, and (D) age-appropriate education to prepare children for success in school and life.
- **Integrated English Literacy and Civics Education**—education services provided to adult English language learners, including professionals with degrees and credentials in their native countries, that enable such learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and must include an integrated education and training component.
- **Integrated Education and Training**—a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- **Transition programs**—academic instruction below the postsecondary level that increases an individual’s ability to transition to postsecondary education and training, or obtain employment.
- **Workplace Preparation**—activities designed to help an individual acquire a combination of basic academic skills, and self-management skills including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- **Workplace Adult Education**—any of the activities described above offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Activities may be carried out through a variety of program models, provided that such models offer quality instruction for adult learners that is of sufficient intensity and duration to achieve student learning goals. Example models include single and mixed-level classroom instruction, study labs, tutoring, and guided distance/digital learning.

### **(c) Corrections Education and other Education of Institutionalized Individuals**

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, and of the following academic programs for:

Adult education and literacy activities;  
 Special education, as determined by the eligible agency;  
 Secondary school credit;  
 Integrated education and training;  
 Career Pathways;  
 Concurrent enrollment;  
 Peer tutoring; and

Transition to re-entry initiative and other post release services with the goal of reducing recidivism. Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

The Idaho Division of Professional-Technical Education will use no more than 20% of funds awarded to eligible providers to support programs under section 225 for incarcerated and institutionalized individuals. Grant funds may be awarded to any eligible provider that offers applicable services to incarcerated individuals. Funds will be awarded using the same competitive application process outlined in part (b), after which, providers may request funds on an annual basis through an extension application. Such programs will be expected to use Title II (AEFLA) grant funds to provide programs and services as outlined under part (b) above.

The Division will require that any eligible provider using funds to carry out programs authorized under section 225 give priority to those offenders who are likely to leave the correctional institution within five years of participation in the program.

#### **(d) Integrated English Literacy and Civics Education Program**

*Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries. Describe how the State will fund, in accordance with the requirements of Title II, subtitle C, and Integrated English Literacy and Civics program and how funds will be used for the program.*

Adult Education providers in Idaho have long-standing English Language and Civics programs under WIA, which have historically performed well. Idaho will build on this success to establish and operate Integrated English Literacy and Civics Education (IELC) programs under WIOA. The state will collaborate with local providers to build on existing best practices while expanding and/or implementing new workplace training components as necessary.

In Idaho, IELC funds will be awarded to eligible providers through a competitive application process outlined in part (b), after which, providers may request funds on an annual basis through an extension application. Funds will be used to support the operational expenses of local IELC programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction.

Idaho will provide English Language and Civics Education, where required by law or regulation, in combination with integrated education and training. This will be achieved by providing English language acquisition and civics education activities concurrently and contextually with workforce preparation and workforce training.

Given the diversity of students, employers, and service providers throughout Idaho, the exact mechanism for each IELC program will be left to the discretion of the eligible provider based on the needs of that community. The program plan and budget for all such activities will be reviewed and approved by the Division to ensure they meet the purpose and requirements of the law. Some examples of how local programs might integrate workforce preparation and training include:

- An eligible provider provides the classroom (academic, language, and civics) instruction to a specific cohort of students, while partnering with another non-profit or social entrepreneurial organization who then provides or coordinates timely and well-aligned occupational skills training for that cohort of students. For example, an Adult Education program at a community

college partners with a local refugee training center to work with newly arrived refugee women. In this example, the college would provide contextualized English language and civics instruction that includes general employability, workplace, and financial vocabulary, while the training center provides hands-on training and skill building and opportunities to practice important interactions with coworkers and supervisors.

- An eligible provider provides both the classroom skills and the workplace training to a specific cohort of students. For example, a technical college offers an integrated Certified Nursing Assistant (CNA) program that uses a team-teaching approach to incorporate occupational topics and vocabulary into the IELC classroom, and English language teaching techniques into the technical CNA courses. Students who complete the course would then be prepared to test for their CNA certification.

### **(e) State Leadership**

*Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.*

The Division will use no more than 12.5% of Title II funds allocated to the state to carry out required and permissible leadership activities, as required under Section 223. While the state reserves the right to carry out any of the permissible activities authorized under Section 223, the permissible activities listed below will be the primary focus during the first two years of implementation.

Required activities supported with Leadership funds:

- Align adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to develop career pathways and provide access to employment and training services for individuals in adult education and literacy activities.
- Establish or operate high-quality professional development programs to improve the instruction provided pursuant to local activities, including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel; and disseminate information about models and promising practices related to such professional development programs.
- Provide technical assistance to eligible providers including the dissemination of instructional and programmatic practices based on research, the role of eligible providers as one-stop partners, and the use of technology to improve system efficiencies.
- Monitor and evaluate the quality of, and improvement in, adult education and literacy activities, and disseminate information about models and proven or promising practices within the State.

Permissible activities supported with Leadership funds:

- Develop and disseminate curricula, including curricula incorporating the essential components of reading instruction as such component relate to adults
- Develop content models for integrated education and training and career pathways.
- Provide technical assistance regarding the use of data to measure the progress of programs, evaluate program effectiveness, and guide program improvement, especially as such data relates to the State's adjusted levels of performance described in section 116.
- Develop and implement transition programs, including linkages with postsecondary education institutions

- Integrate literacy and English language instruction with occupational skill training, including linkages with employers
- Develop and pilot strategies for improving teacher quality and retention.

More specific information and strategies regarding required leadership activities are outlined in the following sections.

### *Alignment with Other Core Programs*

Two key strategies for program alignment, as identified in Idaho's Combined State Plan, Section (II)(c)(2), will support this requirement. The first is to establish a WIOA Advisory Group comprising key state-level staff from each of the programs covered by the plan. The purpose of the WIOA advisory group is to coordinate operational policies and partnerships at the state level between programs covered under the Combined State Plan. The WIOA Advisory Group will work with regional coordinating groups and with local programs to ensure consistency in the application of program policy throughout the state and to help local programs overcome operational and policy-related barriers to full collaboration.

The State Coordinator for Adult Basic Education will be a member of this group and will provide technical assistance to local Title II providers as needed. Leadership funds may be used, as appropriate and allowable, to support local staff in attending any training or meetings hosted by the State to provide such technical assistance to local staff and leadership.

The second strategy identified in Idaho's Combined State Plan is to coordinate training across workforce programs to enhance opportunities for professional growth and development. This might include, for example, inviting local Vocational Rehabilitation staff to training on adult learning styles, or inviting local Adult Education staff to training by Wagner-Peyser/Employment Service staff on the use of Idaho's Career Information System to help students identify potential careers. Title II Leadership funds may be used, as appropriate and allowable, to support Adult Education program staff in attending such training.

### *High Quality Professional Development Programs*

Given Idaho's large geography and relatively small population, local Adult Education programs have historically been spread far apart. As a result, it is expensive and time consuming for local staff to travel to centralized training. The Division has therefore designed a three-tiered approach to professional development in Idaho. The first tier is state-level training, the second is local routine/required training, and the third is local discretionary training. All levels of training are supported with State Leadership funds under section 223.

State-level training, while not mandatory, is highly encouraged for all programs. The Division will generally choose one or two such training options per year which will be centrally located and host a larger cohort of teachers (20-30). These trainings will focus on instructional topics or practices which will have the greatest impact for the most number of teachers across the state. In the past this has included nationally recognized trainings like the Adult Numeracy Institute. To the extent that it is feasible, the Division will prioritize trainings that use a model of sustained contact between trainers and a cohort of teachers throughout the year. This may include multiple in-person meetings, online discussion groups, and opportunities to try new practices in the classroom between meetings. However, the exact model of such trainings will depend on the needs and resources identified in the State each year.

More routine and required training, such as new teacher onboarding, training on the NRS and data collection, and assessment training, have been, and will continue to be handled locally. Under WIA, each program identified a staff member or members to serve as expert trainers, and employed a professional-development coordinator to track training needs and participation. This model has worked well, and will continue under WIOA. The Division will provide guidance on the frequency and content of

such local training and will host refresher trainings for these local trainers and PD coordinators as appropriate. The Division may also explore options that allow programs to collaborate on such trainings, as well as tools that will help centralize the development and storage of training materials for use by multiple programs.

Finally, local programs can also apply for discretionary funds to support local professional development projects. Such projects should be aligned with local needs and supported with evidence. For example, a local provider may determine through teacher evaluation and observation that training on the use of contextualized reading would help improve instructional quality at its outreach centers. The program would then create a training plan and request funds from the Division to support this plan.

### *Technical Assistance*

The Division will provide technical assistance as appropriate based on the needs and performance of local providers. Such assistance may be provided directly to one program, or may be provided for the entire state. Such assistance may include:

- Technical assistance for establishing transition programs, team teaching, and other areas where Adult Education programs connect with other core and partner programs and the One-Stops
- Guidance from WIOA Advisory Group to ensure policy alignment between programs, training and technical assistance on these policies and their impact on programs
- Training as needed/requested to address new and relevant technology in the classroom

### *Monitoring and Evaluation*

The Division will use a variety of methods to monitor and evaluate the quality of adult education and literacy activities. Such methods will include on-site monitoring, quarterly desk audits, continuous data-quality monitoring, annual program plans, and annual reports.

The Division will make every reasonable attempt to conduct an on-site monitoring visit to each local provider at least once every three years. Such visits may occur more frequently if warranted by program performance or compliance issues, or if requested by a program. Monitoring will include a review of processes, practices and documentation related to program finances, administration, data collection, and instruction. A complete monitoring tool will be developed by the Division to facilitate such visits and ensure consistency across programs.

Programs will also be evaluated based on regular submission of reports, applications, and program plans to the Division. The Division will monitor program data-quality through the use of the State's Management Information System. Technical assistance will be provided on an ongoing, as-needed basis regarding compliance, program quality, and data quality. Leadership funds will be used to support training and other activities resulting from such evaluations.

Programs that are found to be out of compliance with State or Federal policies or law, or which have demonstrated unacceptable administrative practices or consistently low performance will be subject to a Corrective Action Plan. "Consistently low performance" will be determined based on actual performance against program indicators, the extent to which state targets are met, past performance of the program, the relative performance of other providers, and mitigating program circumstances. Programs which fail to implement a Corrective Action Plan as determined necessary by the Division may be subject to loss of funds.



## **(f) Assessing Quality**

*Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.*

Local providers will be accountable to the Division to meet the standards of quality for administration and instruction outlined in the competitive grant application, certifications, assurances, and state policy. The effectiveness and quality of local providers will be assessed through the use of performance data aligned with the indicators of performance set forth in WIOA Section 116, as well as the evaluation and monitoring processes described in part (e) above.

### *Assessment of Program Quality*

Local programs will be assessed based on the six performance indicators set forth in Section 116 of WIOA and pursuant to federal regulations and guidance. These six indicators are:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of program participants who obtain either a recognized postsecondary credential or a secondary school diploma, or its equivalent, during participation in or within one year of exit from the program
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment; and
6. The indicators of effectiveness in serving employers established pursuant to clause (iv).

Each year, the Division is required to negotiate the above defined percentages for the State of Idaho with the US Department of Education for the upcoming program year (July 1 – June 30). Local programs will be expected to meet or exceed the state targets and report on their performance in an annual report submitted to the Division.

### *Data collection and analysis*

In order to determine the levels of performance under each of the indicators listed above, local programs will be required to collect data through a standard collection process (including standardized assessments), input data into the statewide Management Information System on a regular basis, and analyze data for the purpose of performance reporting and program improvement. Programs must adhere to all state and federal policies when collecting student data.

Programs will be expected to use this data to determine progress toward meeting the State targets. Programs will also be expected to use such data to evaluate program effectiveness and align program improvement efforts.

### *Program Improvement*

In the case that a provider has consistently low success in achieving the negotiated levels of performance, the Division may require the program to implement a Corrective Action Plan. To the extent that such a plan includes professional development and training, allocable costs of such training may be provided for with state leadership funds under section 223.